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ABSTRACT

This guide contains suggestions to assist those who want to strengthen the sex fairness as well as physical fairness in their curriculum through career education. Included in this guide are (1) an outline of steps for developing strategies for career choices for females and the handicapped; (2) a survey to assess the sex-role awareness of students; and (3) strategies for broadening the scope of career choices for females and the handicapped. An annotated bibliography and sample activity are appended. (BM)

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STRATEGIES FOR BROADENING THE SCOPE OF CAREER CHOICES FOR FEMALES AND THE HANDICAPPED

Prepared
by
Jayne H. Davis

ABBEVILLE COUNTY SCHOOL DISTRICT 60
PROJECT NUMBER 80-1951

Implementation Project
in Career Education
Conducted under
Public Law 95-207

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OUTLINE OF STEPS FOR DEVELOPING STRATEGIES FOR CAREER CHOICES FOR FEMALES AND THE HANDICAPPED

I. Document Research Topic
   A. Use local statistics
      1. School statistics
      2. Job Service
      3. State Education Agencies
      4. Needs surveys
   B. Review research material
   C. Determine results

II. Select Student Population
   A. Use research to help establish priorities
   B. Use cost and numbers as determinates

III. Develop Strategies
   A. Select areas for main concentration
   B. List specific objectives and goals
   C. Conduct inservice sessions for personnel

IV. Evaluation
   A. Select procedures for evaluation to meet the goals and objectives
   B. Review effectiveness of program

STRATEGIES FOR BROADENING THE SCOPE OF CAREER CHOICES FOR FEMALES AND HANDICAPPED

INTRODUCTION

Career Education has a significant role to play in the preparation of women and the handicapped for the work force. The American work force is rapidly moving toward 50 percent women workers. Sixty percent of all American women between the ages of 18 and 64 are in the work force. A need exists not only to assist girls and the handicapped to relate their education toward serious careers but also to help boys prepare for what these role changes mean for them.[1]

Reality is that the American women can expect to work at least 25 to 30 years outside the home for pay. Girls who do not understand this reality do not understand the need for serious career planning.

A handicapped student's success in school or elsewhere will be determined to a large extent by the attitudes and behaviors displayed by that student's role-playing, group discussions and simulated social encounters. South Carolina's Vocational Rehabilitation program served some 56,823 persons during the fiscal year 1978-79 according to their yearly magazine, **Breakthrough.**

The suggestions which follow are offered to assist those who want to strengthen the sex fairness as well as physical-fairness in their curriculum through career education.

Every career education program should begin with an honest look at sex-role and handicapped stereotyping, and then to interweave this exploration into as many subsequent activities as possible. Topics for exploration can include:

A. Developing an awareness that lasts
B. Classroom environment
C. Introducing sex-role stereotyping to students
D. Introducing handicapped-stereotyping to students
E. Involvement of parents
F. Effective use of community help
G. Social roles
H. Developing career education materials[2]

As you consider these topics, you may want to include a combination or all of them in your project.

PROCEDURE

A. Research which focuses on the attitudes of your students can be helpful in establishing goals or priorities. A simple survey can be conducted to give you an example of the sex-role awareness of your students. An example of the questions might include:

1. Which of your parents is the prime wage earner of the family?
   _____father
   _____mother
2. In your high school class, who is the secretary?
   _____male
   _____female
3. A wife's career is not as important to the family as her husband's.
   _____agree _____strongly agree
   _____disagree _____strongly disagree
   _____neutral
4. Outdoor jobs should be performed by men rather than women.
   _____agree _____strongly agree
   _____disagree _____strongly disagree
   _____neutral
5. Women operate best behind the scenes.
   _____agree _____strongly agree
   _____disagree _____strongly disagree
   _____neutral
6. Men are more dependable then women.
   _____agree _____strongly agree
   _____disagree _____strongly disagree
   _____neutral

7. Physically handicapped persons should stay at home and not work.

_____agree _____strongly agree

_____disagree _____strongly disagree

_____neutral

8. Handicapped persons cannot do any work.

_____agree _____strongly agree

_____disagree _____strongly disagree

_____neutral

9. Some handicapped persons can contribute actively to the American work force.

_____agree _____strongly agree

_____disagree _____strongly disagree

_____neutral

Many questions of this type can be created on your own. After you have administered the test(s) to a representative sampling, examine the results. It may prove helpful to keep the results tabulated by male-female response.

B. You can also check with your local Job Service for census statistics concerning your county. These records can show the balance (or imbalance) of male-female ratio in specific job areas, number of female administrators, and number of black, female plant managers. Your school district should have books which contain state statistics, drop-outs, those attending colleges, etc. Check these out for help.

C. Conduct a survey among teachers, administrators, parents, local businesses.

D. At least one copy of the law concerning discrimination should be kept on hand.

STUDENT POPULATION

A target population should be established before you begin the selection of approach or materials. Use the needs assessment for this determination.

STRATEGIES

When your research is compiled and analyzed and you have selected the students you will be instructing, you are ready to consider the approach or approaches you wish to use.

A. Developing an awareness that lasts

1. A tendency can exist to "bottle-up" sex-stereotyping activities to be used just for "project times". This approach can dilute the purpose of the project.
2. Students should be encouraged to raise questions in language, usage, attitudes, bulletin boards, etc.
3. The students should be encouraged to listen to their own speech patterns as well as those of the teacher. Create a climate in which handicapped students can appreciate, understand and enjoy each other.
4. They should be encouraged to discuss the issue when they see or hear an example in the movies, television, or records.
5. Encouragement should be given to the development of a classroom atmosphere which will recognize the seriousness of the issue and invite discussion from the students.
6. This type of awareness may have to be taught to the classroom teachers through an inservice program.
7. A list of some resources is attached. (See appendix A)
8. A continuation of self-awareness should be carried through the school counselor. The counselor may want to use something similar to the "pyramid power" cut out that is attached. (See appendix B)[3]

B. Classroom Environment

1. This method can be effective in conveying information.
2. Non-traditional roles of men, women, and the handicapped can be displayed on bulletin boards.
3. Books depicting the lives of famous women can be studied in history or mathematics. **Famous Women in Mathematics, Notable American Women,** etc. (See resource list)
4. Use of displays of contemporary women in non-traditional roles can be used.
5. Take care as you balance the number of male-female, so that you don't call having a picture of a male executive and his female secretary a balance. Use instead a female chairman of the board and a male vice-president.
6. You should encourage your school librarian to include more books on women as well as books with modern interpretations of the roles of women and men.
7. All display material should include a balance of role models for both girls and boys, including the handicapped which will expand their career possibilities.
8. Display pictures of handicapped persons in a working situation.

C. Introducing Sex-Role and the Handicapped to Students
   1. Teachers need to be sure of themselves and the ground that they are going to cover. This confidence can be aided with proper inservice training. The counselors and the administration need to have the proper attitudes and must back the concepts.
   2. Encourage the students to think about their own **real** interests and their **real** abilities. This approach is probably a less threatening way to introduce exploration.
   3. Discussion of hobbies and interests can possibly connect with some careers.
   4. Be prepared to deal with stereotypic comments such as "girls can't...," "boy's can't...," "the handicapped can't..."
   5. Help the students to look to the future and prepare for it.
   6. Students should feel free to explore the possibilities of their interests.

D. Involvement of Parents
   1. Develop ways of explaining to parents the negative effects of stereotyping on their daughters and sons.
   2. Gain parental support of the schools activities for reinforcement.
   3. Keep parents **informed.**

E. Effective Use of Community Help
   1. Use speakers from the community to come to talk with students about their jobs.
   2. Send interview teams to talk with those in non-traditional roles.
   3. Have handicapped persons to come to talk about the barriers they have overcome.
   4. Keep a list of speakers, their work, addresses, phone numbers, for future references.
   5. Take slides of people in their job situations throughout the area.
   6. Have a "Non-Traditional" Career Day at school.
   7. Use the local newspaper and radio to air your program.

F. Social Rules
   1. Discuss the man-woman roles concerning family responsibility with both working outside home.
   2. Preparing the male for the changing world is important. Sharing of responsibilities is an important aspect.
   3. The concept that a responsibility belongs to one sex should be eliminated.

G. Developing Career Education Materials
   1. When developing your own materials, seeking to improve on what you have, or purchasing new materials, keep a close watch on language, illustrations and attitudes.
   2. The materials should provide equal roles for boys and girls. No assumptions should be made regarding who has the responsibility for home and child care. The handicapped should be represented in meaningful occupations.
   3. Make a scrapbook of classroom activities, bulletin boards, field trips, etc. A picture can be worth many words.

EVALUATION

Student outcome should be measured with regard to the objectives that have been established. Some methods for consideration might include the pre/post test, teacher-recorded observations, staff-developed tests, use of control groups, and interest inventories. With the use of effective evaluation, the thoroughness of the program can be determined.

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1 Verheyden-Hilliard, Mary Ellen. **Reducing Sex Stereotyping in Career Education: Some Promising Aproaches to Persistent Problems.** U.S. Office of Education, Washington, D.C. May 1979.

2 Ibid. p. 5.

3 Lombana, Judy H. "Fostering Positive Attitudes Toward Handicapped Students: A Guidance Challenge." **The School Counselor,** Vol. 27, Number 3, Jan. 1980, p. 181.

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J.E. Berstein. **Books to help children cope with separation and lose.** New York: R.R. Bowker, 1977.

S.C. Dreyer. **The Bookfinder: A guide to children's literature about the needs and problems of youth aged 2-5.** Circle Pines, Minn.: American Guidance Service, 1977.

Lombana, Judy H. "Fostering Positive Attitudes Toward Handicapped Students: A Guidance Challenge." **The School Counselor,** Vol. 27, Number 3, Jan. 1980, p. 181.

People...Just like you: An activity guide. Committee on Youth Development, President's Committee on Employment of Handicapped, Washington, D.C. 20210.

Verheyden-Hilliard, Mary Ellen. **Reducing Sex Stereotyping in Career Education: Some Promising Approaches to Persistent Problems,** U.S. Office of Education, Washington, D.C., May 1979, p. 3-67.

APPENDIX A

Annotated Bibliography for Handicapped

Elementary Level

Bawden, Nina **The Witch's Daughter**

Perdita's friendless life on the island where she lives changes when she meets the blind Janey and her brother Tim. Jewel thieves leave the children to die in a dark cave, but Janey can hear their way out for them along a narrow catwalk over a chasm.

Cleary, M.E. **Please know me as I am: A guide to helping children understand the child with special needs.** Jerry Cleary Co., 25 Ronald Road, Sudberry, Mass. 01776

Cleaver, Vera **Me Too**

Lydia thinks that her mentally retarded twin sister Lornie can become just like her with enough affection and attention. It is not till Lornie returns to the "exceptional" school and shows a vivacious friendship for a girl like herself that Lydia realizes her sister is an individual, not a messed-up carbon copy.

Cobe, Albert **Great Spirit**

64-pages high interest, low vocabulary autobiography of a natural athlete who fights discrimination against him as an Indian and then must overcome a paralyzed right hand to make it as a golf pro.

Secondary Level

Kilmont, Jill **The Other Side of The Mountain**

An autobiography by a competitive young skier who falls and breaks her back. The recovery and return to a productive life are made possible because of her friends' concern for the individual.

Hunt, Nigel **The World of Nigel Hunt**

A heartwarming autobiography by a young man with Down's Syndrome.

Steinbeck, John **Of Mice and Men**

A classic novel about the friendship between two rootless workers in California; Lennie, who is brain damaged and George, who acts as Lennie's protector.

Film Listing

A School Day in the Life of a Visually Handicapped Child 1970, black and white, sound, 24 minutes, #3158, $6.40.

A story about a nine year old girl who is blind and is integrated into the regular education classroom with the aid of braille text books and other devices. The movie shows how a normal life can be achieved with the support of parents, teachers and classmates.

Request from: The Pennsylvania State University
Audio-Visual Services
6 Williard Building
University Park, PA 10602

Can You Hear Me? 1967, color, sound, 30 minutes, free

Features a two and half year old deaf girl and how the family approaches the problems caused by the disability.

Request from: 3M Company
Film Lending Service
220-6W
2501 Hudson Road
St. Paul, MN 55119

A Day in the Life of Bonnie Consolo color, sound, 16 minutes, $20.00

An inspirational film about a woman born without arms. She leads a normal productive life. She has a home, two healthy children and a philosophy that she shares with us as she goes about her daily chores.

Request from: Authur Barr Productions
3490 East Foothill Blvd.
P.O. Box 5667
Pasadena, CA 91107

Additional Resources

American Foundation For The Blind, Inc.
15 West 16th Street
New York, NY 10011
(No local affiliates)

Girl Scouts of The U.S.A.
Scouting For Handicapped Girls Program
830 Third Avenue
New York, NY 10022

National Federation Of the Blind
1346 Connecticut Avenue, N.W.
Suite 212
Washington, DC 20036

Boy Scouts of America
Scouting For The Handicapped Division
Boys Scouts of America
North Brunswick, NJ 08902

National Association Of The Physically Handicapped, Inc.
6473 Grandville Avenue
Detroit, MI 48228

National Paraplegia Foundation
333 N. Michigan Avenue
Chicago, IL 60601

Sex Fairness Bibliography

CAREER EDUCATION IN THE PUBLIC SCHOOL: DOES IT MAKE A DIFFERENCE IN SEX-TYPING OF OCCUPATIONS

Dr. Jettie M. McWilliams
Professor of Counselor Education
Tennessee Technological University
Cookeville, TN 38501

PEOPLE ON THE JOB—TWENTY NON-SEXIST, NON-RACIST PHOTOGRAPHIC POSTERS OF REAL PEOPLE AT REAL WORK.

Mind Openers
P.O. Box 2948
Rockridge Station
Oakland, CA 94618

Sex Discrimination and Sex Stereotyping Project. Contact: Lois McGovern, Project Director, District 1916 Vo-Tech, 3300 Century Ave., White Bear Lake, MN 55110, (612) 770-2351. A list of actions to eliminate sex bias and stereotype has been developed by a statewide advisory council on women. The council reviewed vocational brochures for sexist language, art-work, and procedures for student inquiry and directed that changes be made in sex biased material.

Products

New Career Options for Women. Helen S. Farmer and Thomas E. Backer. Human Interaction Research Institute, 1977. Three volumes, 624 total pages. (Available from: Human Interaction Research Institute, Kirkeby Center, Suite 1120, 10889 Wilshire Blvd., Los Angeles, CA 90024, $25.48 for the set.)

Sex Fairness in Career Guidance: A Learning Kit. Abt Publications, 1975, 256 p. (Available from: Abt Publications, 55 Wheller St., Cambridge, MA 02138, $15.00 plus shipping.) A self-administered curriculum for counselors.

The Masculine Focus in Home Economics. Judy H. Dowell, Bonnie B. Greenwood. Home Economics Associaton, Washington, DC 1975, 31 p. (Available from: EDRS MF-$0.83-HC-$2.06 plus postage. ED 116 002.) This booklet suggests strategies for recruiting and teaching young men in home economics classes.

Films

American Man: Tradition and Change. Butterick Publishing, 161 Sixth Ave., New York, NY 10013, 1976. 12 minutes each, color, sound filmstrips. $45.00 purchase. This unit of two sound filmstrips introduces the concept of sex-role stereotyping to high school students.

American Women: New Opportunities. Butterick Publishing, 161 Sixth Ave., New York, NY 10013, 1976. 12 minutes each, color, sound filmstrips. $45.00 purchase. This unit of two sound filmstrips helps high school students explore sex-role stereotyping.

Anything You Want To Be. New Day Films, P.O. Box 315, Franklin Lakes, NJ 17417, 1971. 8 minutes, b/w sound, 16 mm. $115.00 purchase, $17.00 rental. This is a short, fast-paced film showing how society subtly socializes women into accepted stereotypes.

SAMPLE ACTIVITY FOR HANDICAPPED STUDENTS

Correcting Misconceptions

Grades: 3-5

Time: 25-40 minutes

Preparation: Short selection or film about a handcapped child (see appendix) which illustrates prejudice and its resolution.

Discussion: What prejudices did people have about the subject? How did they affect others? What would lead to or did lead to acceptance?

Goals: Emphasis in this activity is on (1) identification of misconception; (2) reflective application of knowledge about prejudice to a problem situation; (3) presentation of a model for resolution of prejudice and behavior.

Economic Awareness

Grades: 9-12

Time: 55-75 minutes

Preparation: Identification of one or more handicapped people from the community. They must be willing to openly and frankly discuss experiences and to answer questions. They should be familiarized with the expectations of the sessions.

Discussion: What economic problems confront handicapped people? What social situations prove difficult? What about appliances, prosthetics, aides? How are they helpful? What experiences have people had with community agencies? To what extent have they been helpful? Not helpful? How does a handicapped person get a job? Job training? Manage a house and a family? Are different handicapps reacted to differently by non-handicapped people? What environmental barriers are most obstructive? What about social barriers? What are "Sheltered Workshops"?

Assignment: Write a brief essay on "Eliminating the First Barrier to Freedom"—discuss which barrier, for whom it represents a barrier, and strategy for eliminating it.

Goals: The primary emphasis is on (1) understanding the handicapped individual as a whole person; (2) understanding environmental, social and employment barriers as they impact on people with various handicapps; (3) awareness of the equipment and "hardware" used by handicapped people; (4) sensitivity to several types and degrees of handicapped conditions.[1]

1 **People...Just Like You: An activity guide**, Committee on Youth Development, President's Committee on Employment of Handicapped, Washington, D.C. 20210 p. 17

Appendix C

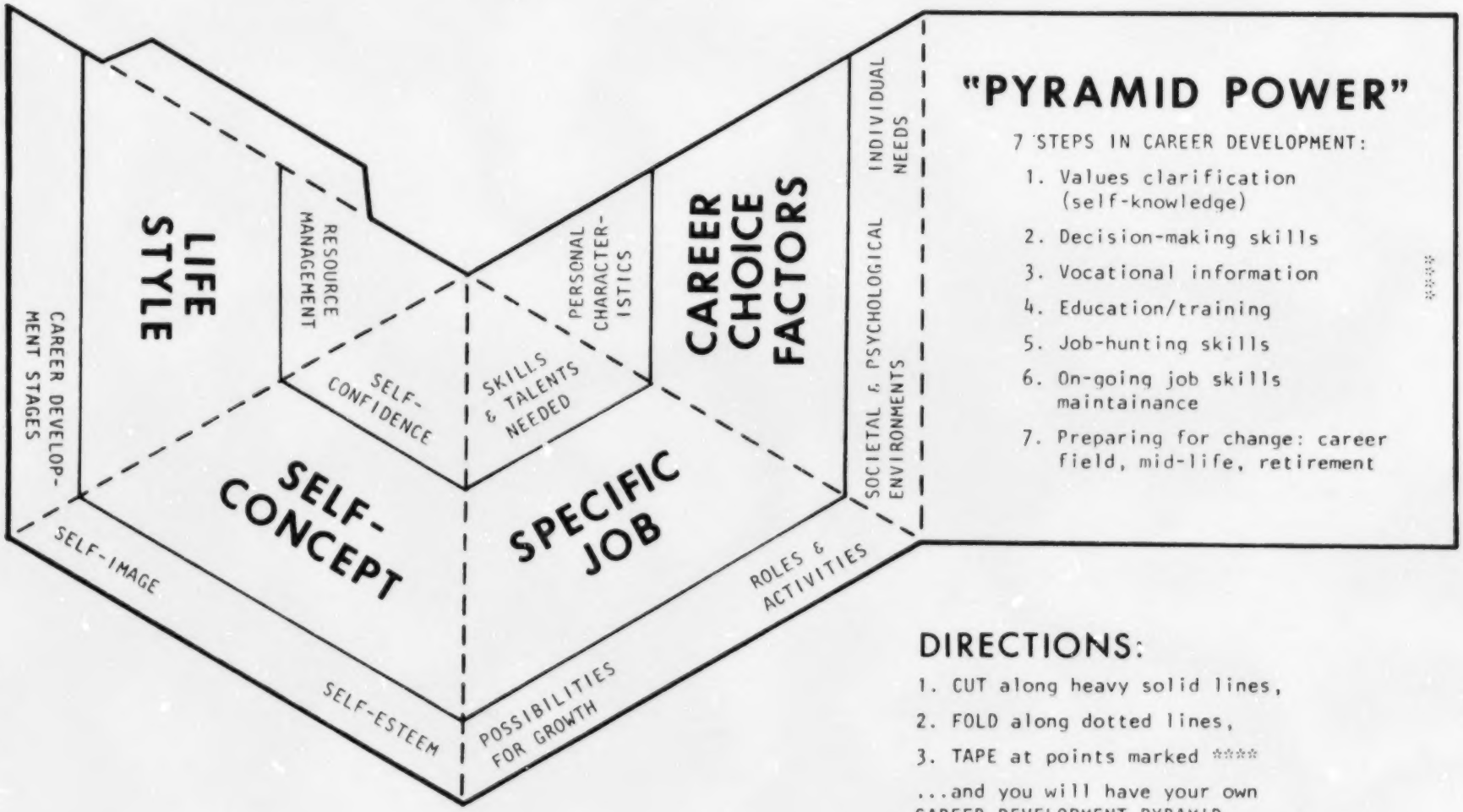

FIGURE 2

Career Development Pyramid